

THE VIRGINIA TEACHER

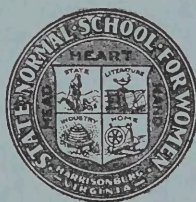
Volume IV, No. 3

March, 1923

State College

SUPPLEMENT No. 1

STATE NORMAL SCHOOL HARRISONBURG, VA.



SUMMER SESSION, 1923
FOR MEN AND WOMEN

FIRST TERM—JUNE 18-JULY 27
SECOND TERM—JULY 30-AUGUST 31

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State Teachers College
Harrisonburg, Va.

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ENTRANCE TO HARRISON HALL

STATE NORMAL SCHOOL

HARRISONBURG, VIRGINIA



SUMMER SESSION, 1923

FOR MEN AND WOMEN

FIRST TERM, JUNE 18-JULY 27

SECOND TERM, JULY 30-AUGUST 31

Students may enter at the beginning of *either term* of the Summer Quarter except for those courses that extend through the entire quarter, especially the courses for the elementary certificate. Attendance during *three* full quarters, *whether consecutive or not*, will be considered as one school year, and so credited for the diplomas and certificates offered by this school, provided work of appropriate character is done.

THE VIRGINIA TEACHER

Published by the State Normal School for Women, at Harrisonburg, Virginia. Issued twelve times a year. Entered as second-class matter March 13, 1920, at the Postoffice at Harrisonburg, Virginia, under the Act of March 3, 1879.

Distinctive Features

1. Summer Quarter of Equal Rank with Winter Quarters.
2. Two Summer Terms:
First Term: June 18-July 27—No Tuition to Virginia Teachers.
Second Term: July 30-August 31—No Tuition to Virginia Teachers.
3. Training School Facilities for both Observation and Practise Teaching during first term.
4. Courses Leading to Regular Normal School Diplomas.
5. Courses Leading to B. S. Degree in Education.
6. Special Smith-Hughes Teacher Training Department in Home Economics.
7. Courses Leading to First and Second Grade State Certificates offered Both Terms.
8. Elementary Certificate Courses for High School Graduates and holders of First Grade Certificates.
9. Special Courses in Rural Supervision, Educational Tests and Measurements, and in the Administration of High Schools and Junior High Schools.
10. A Summer in the Mountains at a Reasonable Cost.

OFFICERS OF ADMINISTRATION

(FOR THE SUMMER QUARTER)

SAMUEL P. DUKE, A. M.
President

WALTER J. GIFFORD, PH. D.
Dean of the Faculty

JAMES C. JOHNSTON
Secretary of the Faculty

HENRY A. CONVERSE, PH. D.
Registrar

AMY J. STEVENS, B. S.
Librarian

BESSIE C. RANDOLPH, A. M.
Social Director

GRACE A. MCGUIRE, B. S.
Dietitian and Director of the Dining Hall and Dormitories

GEORGE W. CHAPPELEAR, JR., M. S.
Manager of Buildings and Grounds

THOMAS C. FIREBAUGH, M. D.
School Physician

GERTRUDE V. LOVELL, R. N.
School Nurse

JULIA T. SPRINKEL
Treasurer

ALMA L. REITER
Secretary to the President

J. ELEANOR SUBLETT
Secretary to the Dean and Registrar

BLANCHE T. DETER
Postmistress and Clerk

FACULTY

(FOR THE SUMMER QUARTER)

SAMUEL PAGE DUKE, A. B., A. M.

President

A. B., Randolph-Macon College; A. M., Teachers College, Columbia University; instructor, Willie Halsell College, Oklahoma; principal, Chase City High School; conductor, Summer Normal Institute, Chase City; principal, Richmond City Schools; instructor, Richmond Summer Schools; director, Department of Education and Training School, State Normal School, Farmville; State Supervisor of High Schools for Virginia; Harrisonburg, 1919—.

ALIMAE AIKEN, B. S., M. A.

Fine Art

Graduate, College of Industrial Arts (State College), Denton, Texas; Art Institute of Chicago, summers; B. S., M. A., Teachers College, Columbia University; supervisor of art, Quanah Public Schools, Quanah, Texas; art supervisor and teacher of primary and elementary grades of Cedar Lawn Public School, Dallas, Texas; assistant art supervisor, Dallas city schools; director of fine arts department, West Texas State Teachers College; Harrisonburg, 1922—.

KATHERINE MINER ANTHONY, B. S., M. A.

Education and Director of the Training School

Graduate, State Normal School, Livingston, Alabama; B. S., M. A., George Peabody College for Teachers; summer sessions University of Tennessee, Lake Chautauqua, N. Y., and Teachers College, Columbia University; teacher, public schools, Pratt City, Alabama; head, Department of Education, State Normal School, Livingston, Alabama; supervisor, Intermediate Grades, Elementary School, and Professor of Psychology, Southeast Missouri State Teachers College, Cape Girardeau, Missouri; Harrisonburg, 1919—.

ADA ELIZABETH BAUGH

Education

Student, University Summer School, Teachers College, Columbia University; critic teacher, State Normal School, Harrisonburg; State Normal School, Montclair, New Jersey; teacher in practice school for Teachers College, Columbia University; supervisor of elementary schools, Garrett County, Maryland, and Plains and Linville Districts, Rockingham County, Virginia; Harrisonburg, summer session, 1913—.

GEORGE WARREN CHAPPELEAR, JR., B. S., M. S.

Biology and Agriculture

B. S., M. S., Virginia Polytechnic Institute; instructor in agronomy, Virginia Polytechnic Institute; instructor in science and mathematics, Miller Manual Labor School; State Normal School, Harrisonburg, 1918—.

ELIZABETH PENDLETON CLEVELAND, A. B.

English

A. B., Hollins College; instructor, Hollins College, Ouachita College, Central College; principal of high school; lady principal, Central College; State Normal School, Harrisonburg, 1909—.

HENRY A. CONVERSE, B. A., PH. D.

Mathematics

B. A., Hampden-Sidney College; Ph. D., Johns Hopkins University; instructor in Mathematics, Shenandoah Valley Academy, Winchester, Virginia; instructor in Mathematics, Johns Hopkins University; professor of mathematics, Davis-Elkins College; instructor in the University of Virginia Summer School; head of department of mathematics, Baltimore Polytechnic Institute; Harrisonburg, 1912—.

NEWTON D. COOL, B. E.

Mathematics and Civics

B. E., Bridgewater College; student, Valley Normal, West Central Academy, Shenandoah Collegiate Institute; principal, Bridgewater Academy; teacher and principal, public schools; principal, Winchester Public Schools; local manager and instructor, Winchester Summer Normal Institute, six years; president, conference for principals of State Teachers' Association; Harrisonburg, summer session, 1912—.

RAYMOND CARLYLE DINGLEDINE, B. S., M. S.

History

B. S., M. S., University of Virginia; student, Johns Hopkins University; instructor, Jefferson School for Boys, University of Virginia, Johns Hopkins University; State Normal School, Harrisonburg, 1916—.

ETHEL T. DULIN, B. S.

Primary Education

Student, Soule College, Tenn.; Randolph-Macon Woman's College; B. S., George Peabody College for Teachers; class-room teacher, public schools, Tennessee and Kentucky; instructor in education, Tennessee Teachers' Institutes, State Normal School, Conway, Ark.; instructor, Demonstration School, George Peabody College for Teachers, 1919-1922; Harrisonburg, summer session, 1922—.

MARCELINE ARMIDA GATLING

Physical Education

Graduate, State Normal School, Harrisonburg; student, Columbia University; instructor in Physical Education, Norfolk public schools; instructor in physical education, William and Mary College; University of Virginia, summer session; State Normal School, Harrisonburg, summer session, 1919—.

WALTER JOHN GIFFORD, A. B., A. M., PH. D.

Education

A. B., Oberlin College; instructor, Windom Institute, Minnesota; research scholar, Teachers College; A. M., Columbia University; professor of education, College of Wooster; assistant in education, Teachers College; Ph. D., Columbia University; associate professor of education, Goucher College; educational director, War Work Council Y. M. C. A.; State Normal School, Harrisonburg, 1919—.

GERTRUDE GANTZ GREENAWALT, B. S.

Home Economics

Graduate, State Normal School, Millersville, Pa.; B. S., Teachers College, Columbia University; teacher in public schools, Pennsylvania; State Normal School, Harrisonburg, 1922—.

CLYDE KAGEY HOLSINGER, B. A., M. A.

Education

B. A., Bridgewater College; M. A., George Peabody College for Teachers; principal, high schools at Weyers Cave, Spring Creek, Mount Jackson, Ore Bank, and Lawrenceville, Va.; Harrisonburg, summer session, 1919—.

ABNER K. HOPKINS

Manual Arts

Student, West Central Academy; teacher, public school, Rockingham County; student, Washington and Lee University; principal, Mt. Clinton High School and Harrisonburg City Elementary School; student, Harrisonburg State Normal, summer session; principal Harrisonburg Junior High School; Harrisonburg, summer session, 1920—.

ALTHEA L. JOHNSTON, A. B.

Physical Education

Graduate, Manassas Institute, Virginia; student, Hanover College, Indiana; teacher of primary grades of public schools, Elkhart, Illinois; student teacher, Carroll College, Wisconsin; A. B., Carroll College; special student in physical education; teacher, Williamsville, Illinois; student, Columbia University, summer session, 1909; State Normal School, Harrisonburg, 1908-1911, 1919—.

JAMES CHAPMAN JOHNSTON

Science

Student, Mercersburg Academy, George Washington University, Georgetown University, Johns-Hopkins University; instructor, Mercersburg Academy, Harrisonburg High School; principal, Harrisonburg High School; State Normal School, Harrisonburg, 1909—.

GERTRUDE VENABLE LOVELL, R. N.

School and Home Nursing

Graduate, Johnston-Willis Sanatorium, Richmond, Va.; private duty, one and a half years; State Normal School, Harrisonburg, 1922—.

GRACE ADELLE McGUIRE, B. S.

Dietitian; Home Economics

Graduate, Colorado State College; B. S., Teachers College, Columbia University; dietitian, Colorado Fuel and Iron Company's Hospital, Pueblo, Colorado; demonstration lecturer, and superintendent of Model Kitchen and Pantry Stores Department, Colorado State Fair, Pueblo; teacher, Domestic Art, Colorado and Texas Chautauqua, Boulder, Colorado; teacher, Domestic Science and Domestic Art, Berkeley Institute, Brooklyn; dietitian and house supervisor, New Rochelle Hospital, New Rochelle, N. Y.; dietitian overseas with the A. E. F., Medical Department, U. S. Army, 1918-19; State Normal School, Harrisonburg, 1919—.

JULIA DASHIELL McINTYRE, B. S.

Home Economics

Student, Simmons College, Abilene, Texas; graduate, North Texas State Normal College, Denton, Texas; B. S., Teachers College, Columbia University; Supervisor of Home Economics, North Texas Normal College Training School, Denton, Texas; State Normal School, Harrisonburg, 1922—.

FRANCES ISABEL MACKEY

Manual Arts

Graduate, State Normal School, Harrisonburg; student, University of Virginia and Columbia University summer terms; teacher in rural schools; State Normal School, Harrisonburg, 1913—.

J. HOLLACE MAYES

The Teaching of Handwriting.

Student of the Eastern Kentucky State Normal; graduate of the School of Penmanship, Bowling Green Business University, Bowling Green, Kentucky; teacher in the public schools of Kentucky; head of the Commercial Department, Harrisonburg High School, 1922-23.



A SHADY SPOT ON THE CAMPUS

PEARL POWERS MOODY, B. S.

Home Economics

Graduate, Tuscaloosa Female College; student, University of Alabama; student, Summer School of the South; graduate, State Normal School, Florence, Alabama; B. S., George Peabody College for Teachers; applicant for masters degree, Teachers College, Columbia University; teacher in public schools, Alabama; State Normal School, Harrisonburg, 1916—.

NANCY L. MOOREFIELD, A. B., A. M.

English

A. B., Randolph-Macon Woman's College; A. M., Columbia University; instructor in English, Queens College, Charlotte, N. C.; St. Mary's School, Raleigh, N. C., 1921-1922, Harrisonburg, summer session, 1922—.

MARGARET MUELLER, B. S.

Fine Arts

Graduate, State Normal School, Millersville, Pa.; B. S., Teachers College, Columbia University; instructor, grade schools in Pennsylvania; Assistant Supervisor of Art, Easton, Pa.; Supervisor of Art, public schools, Ann Arbor, Michigan; State Normal School, Harrisonburg, 1922—.

BESSIE CARTER RANDOLPH, A. B., A. M.

History; Social Director

A. B., Hollins College, 1912; instructor in southern high schools; instructor in history, Hollins College, 1912-15; A. M., Radcliffe College, 1916; Associate in history, State Normal School for Women, Farmville, Va., 1916-20; student, Columbia University, summer 1918; student, George Washington University Law School, summer 1919; Richmond University Law School, special student, 1920-21; instructor in history and government, University of Virginia, 1920; Adjunct Professor, History, Randolph-Macon Woman's College, Lynchburg, Va., 1921; Harrisonburg, summer session, 1920—.

EDNA TROUT SHAEFFER

School Music

Pupil of Dennee, New England Conservatory of Music, Boston; student in school music and pipe organ, Teachers College; instructor in piano, pipe organ, and theory, Athens College, Alabama; teacher of private pupils; State Normal School, Harrisonburg, 1915—.

CLYDE P. SHORTS, A. B.

Education

Graduate, Edinboro State Normal, Edinboro, Pa.; A. B., University of Pittsburgh; student, Pittsburgh School of Childhood; head of normal department, Horner Institute, Fairview, Mo.; principal of school, Snow Shoe, Pa.; instructor in science, Braddock High School, Braddock, Pa.; principal of Monaca (Pa.) High School; instructor in science, Harrisonburg High School; Harrisonburg, summer session, 1919—.

ETHEL SPILMAN, A. B.

Geography and Education

A. B., Presbyterian College for Women, North Carolina; student, University of North Carolina, summer term, and Summer School of the South; teacher, Lynwood College, and public schools, North Carolina; critic teacher, State Normal School, Harrisonburg, 1911—; instructor in geography, 1917—.

AMY JANE STEVENS, B. S.

Librarian; English

B. S., Guilford College, North Carolina; B. S., Teachers' College, Columbia University; diploma in English, Teachers College; teacher in public schools, North Carolina and Colorado; instructor in English, Tubman High School for Girls, Augusta, Georgia; instructor in English, Athens College Academy, Athens, Alabama; student in Library Science with Dr. A. F. W. Schmidt, of the Library of Congress; assistant librarian, George Washington University, Washington, D. C.; State Normal School, Harrisonburg, 1921—.

JOHN WALTER WAYLAND, A. B., PH. D.

History and Social Sciences

A. B., Bridgewater College; Ph. D., University of Virginia; instructor, Bridgewater College, Jefferson School for Boys, University of Virginia, Summer School of the South; author of *A History of Rockingham County*, *How to Teach American History*, *History Stories for Primary Grades*, *History of Virginia*, etc.; State Normal School, Harrisonburg, 1909—.

TRAINING SCHOOL FACULTY

KATHARINE M. ANTHONY, B. S., M. A., DIRECTOR OF TRAINING
ETHEL SPILMAN, A. B., PRINCIPAL

MARY E. CORNELL

First Grade

Graduate, Miss Jennie Hunter's Kindergarten Training School, New York City; instructor in Kindergartens, Brooklyn, New York City, and Winston-Salem, N. C.; instructor, elementary grades, Winston-Salem, N. C., Albion, Mich., and Jackson, Mich.; Harrisonburg, 1920—.

VIRGINIA BUCHANAN

Second Grade

Graduate, State Normal School, Harrisonburg, Virginia; post-graduate work, Harrisonburg Normal School, summer session; primary teacher, Fort Loudoun Seminary, Winchester, Virginia; primary teacher, Chester Agricultural High School; teacher public schools, Harrisonburg, Virginia; State Normal School, Harrisonburg, 1919—.

MARIE ELIZABETH ALEXANDER

Third Grade

Graduate, State Normal School, Jacksonville, Ala.; student, University of Alabama Summer School; student, George Peabody College for Teachers; teacher in rural school in Alabama; teacher in city school and assistant in training school, Jacksonville, Alabama; teacher in city school, Centerville, Alabama; Harrisonburg, 1922—.

PAMELIA ISH

Graduate, State Normal School for Women, Harrisonburg; student, summer session, Fredericksburg Normal School; teacher and principal, public schools, Loudoun County, 1909-1921; Harrisonburg, 1922—.

VADA MAUDE WHITESEL

Sixth Grade

Student, Randolph-Macon Woman's College; graduate, State Normal School, Harrisonburg; student, University of California, summer term; teacher, Richmond public schools; State Normal School, Harrisonburg, 1914—.

GENERAL STATEMENT

THE SUMMER QUARTER

The Summer Quarter of the Normal School is in every respect a regular quarter of the year's work. During this time regular college courses are offered leading to the full normal school diploma for the preparation of elementary school teachers and to the normal school diploma and the B. S. degree in the field of home economics.

For graduates of accredited public high schools and private secondary schools, special courses are provided leading to the elementary certificate. The courses require the completion of fifteen college session hours and are also open to holders of first-grade certificates who have taught for as many as three years on a legal certificate. These courses are identical with the first years of the two-year Normal School courses for the preparation of primary and grammar grade teachers and those high school graduates who complete the elementary courses may enter the Normal School as regular seniors.

During the present summer, also, the second and third years of the old Elementary Professional Courses are given—*the third year being given during the first term only, and the second year being given during the second term only.*

Review courses are also given for those who wish to take the examination for the first and second-grade certificates. These courses are given during both terms of the summer quarter, allowing those students who wish to divide the courses for the first-grade certificate to take a part of the courses one term and the remainder during a second and a third term.

High school graduates, eligible for the elementary certificates, take courses running throughout the quarter, and must take five college session hours or fifteen quarter-session hours, the regular schedule for the quarter, before receiving any certificate.

Owing to the delightful summer climate of the valley and the mountains, the excellent faculty and the large plant of the Normal

School, many students and teachers flock to this school every year. For the coming summer, arrangements are being made to care for twelve hundred students.

COMMENCEMENT EXERCISES

The commencement exercises for those who complete the requirements for graduation from the two-year professional courses or from the four-year collegiate course in home economics will be held in the open-air auditorium on Friday, August 31. At the conclusion of the past summer quarter, the commencement exercises held in the open air on September 1 were the first ever held in the open air in Virginia at the end of a summer quarter.

FOR WHOM COURSES ARE ORGANIZED

The following classes of students and teachers will find courses especially designed to meet their needs:

1. Teachers and students desiring to secure the Elementary certificates for either Primary Grades or Grammar Grades.

Class A. Those who hold or have held First Grade Certificates and have taught on a legal certificate for at least three years.

Class B. Graduates of four-year *accredited* High Schools and Private Secondary Schools.

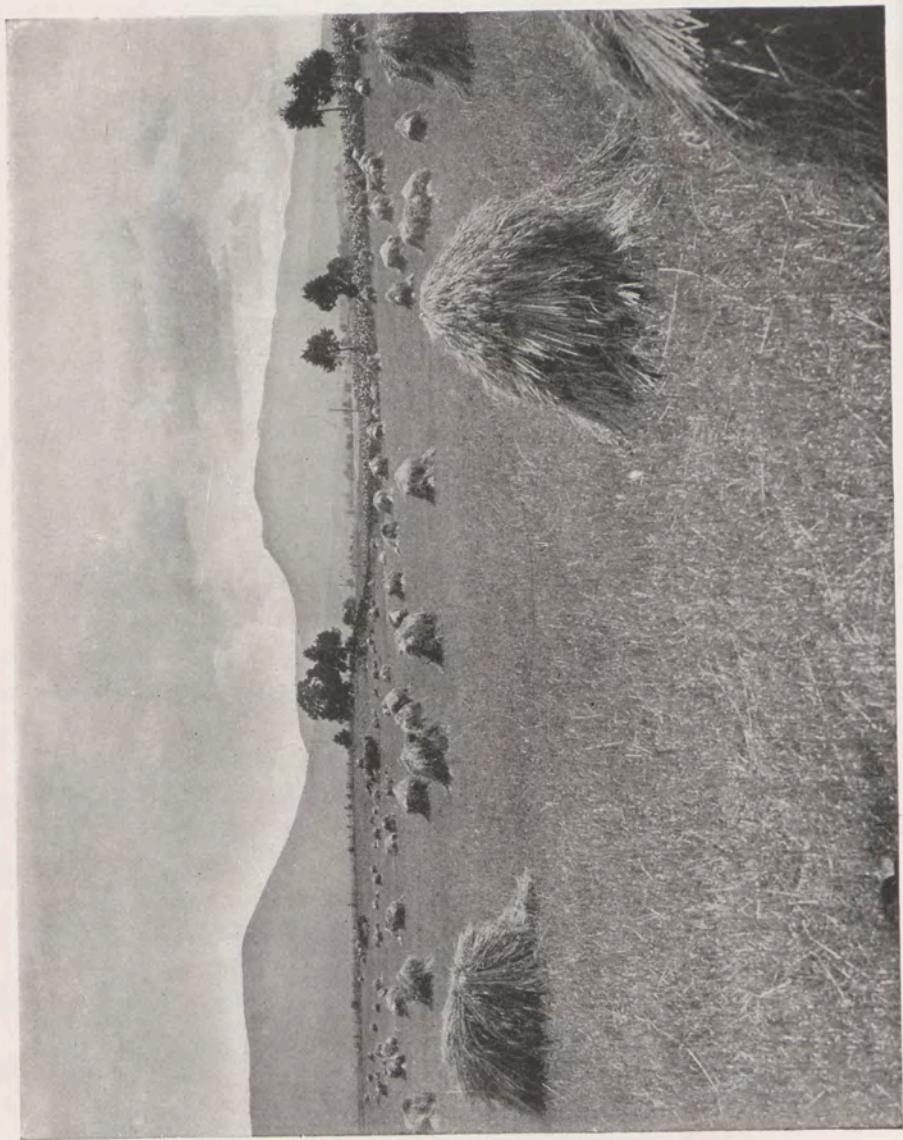
2. Applicants for the First and Second-Grade State Certificates obtained by taking the courses offered for these certificates and by passing the examinations prepared and given by the regular instructors at the end of the courses.

3. Teachers wishing to have certificates renewed.

4. Students wishing to do regular work toward one of the diplomas, certificates, or the B. S. degree in Education offered by the Normal School.

5. Teachers who wish to improve their equipment for teaching with no particular credit or certificate in view.

6. Home Demonstration Agents and special teachers of Home Economics who seek further training in their chosen fields.



TYPICAL VALLEY FARM LANDS

Men as well as women are admitted to the Summer Quarter.

Full credit will be allowed for professional work completed in the Summer Quarter, and special attention is called to the fact that students should remain at the school for both terms during the summer and thus complete a full quarter's work for credit toward the diplomas and certificates of the school.

LOCATION

The city of Harrisonburg is located in the heart of the beautiful Shenandoah Valley, about 1,500 feet above the sea level. It is on the Manassas division of the Southern Railway, is the terminus of the Valley Railroad of Virginia (operated by the Baltimore and Ohio) and by means of the Chesapeake Western is in close reach of the Norfolk and Western system via Elkton, which is 18 miles distant. At Staunton—26 miles away—connection is made with the main line of the Chesapeake and Ohio Railway, and at Lexington and Buena Vista with the James River Division of the same road. A map showing location is printed on the back cover of this announcement. A special train over the Baltimore and Ohio Railroad will connect with the evening trains at Staunton on June 18, leaving Staunton for Harrisonburg about 7:30 P. M., arriving at Harrisonburg at 8:30 P. M. All passengers over the C. & O. Ry. are urged to use this train. Buy your tickets and check your baggage through to Harrisonburg on June 18.

Harrisonburg can claim advantages of location, accessibility, water and sewerage, electric lights, mail and telephone facilities, and proximity to white population. It enjoys a combination of healthful environment, sanitary comforts, and a wholesome social and religious atmosphere.

MOUNTAIN CLIMATE

The climate is, with rare exceptions, not subject to extremes of heat and cold, and in point of healthfulness is unsurpassed in Virginia. The city has, for many years, been a refuge in summer for residents of the tidewater sections and the eastern cities by reason of its immunity from malaria; and with its bracing mountain air and pure freestone water it has for a number

of years been exempt from fevers and endemic diseases. Several well known summer resorts and medicinal springs are not far from the town. The public water supply is brought by pipeline from the mountain streams thirteen miles distant, insuring at all times pure drinking water.

These advantages for summer school work are of the greatest importance, and explain in part the large attendance of teachers annually at the summer school.

GROUNDS, BUILDINGS, AND EQUIPMENT

The school grounds comprise fifty-one acres of land, with a splendid frontage on South Main Street. The site commands a fine view of the surrounding valley in every direction, from the Blue Ridge to the Shenandoah Mountains, and adjoins one of the best residential sections of the city. The combination of city and country features makes the situation ideal for an educational institution.

The entire plant of the Harrisonburg Normal School was carefully planned before the first building was begun. The original plans have been very closely adhered to and, as a result, the buildings and equipment are admirably suited to teacher-training. The buildings are constructed of native blue limestone, have tile roofs, hardwood floors, and are heated, ventilated, and lighted in the most approved manner. All windows and doors in all buildings on the school grounds are adequately screened. The most modern sanitary appliances are used. The buildings are comfortably and substantially furnished. Laboratory equipment is provided for work in Home Economics, Manual Training, Nature Study, Physics, Chemistry, Biology, Agriculture, Fine Arts and Drawing.

The school has its own postoffice, and students should have their mail addressed, "Normal Station, Harrisonburg, Virginia."

LIBRARY

The library consists of about 7,500 carefully selected volumes, and additions are being constantly made on the recommendation of the different instructors. The departments of education, Eng-

lish, home economics and history are especially well supplied with reference works. There is a good collection of technical works, and a number of the most modern books on the vital questions of the day. All the books and pamphlets of permanent value are classified in accordance with the Dewey system. The subscription list of current publications includes fifty of the best magazines in general literature and those representing special departments of school work, as well as a number of daily and weekly newspapers of Virginia and the metropolitan centers.

The library is housed in a commodious room equipped with the most approved and convenient library furniture. It is open all day and in the evening on every day except Sunday.

FACULTY

The instructors during the summer session are regular members of the faculty of the State Normal School, or are well-known educators of wide experience, who have taught here or in other summer schools and know what those in attendance need. Attention is called to the large number of instructors. This enables the school to secure specialists, and to provide a variety of courses. It also makes possible a division of large classes into sections, thus providing a more extensive daily schedule than most summer schools can offer and enabling those in attendance to register for suitable combination of classes.

SCHOOL SPIRIT

This institution, though young, has developed a unique school spirit. The loyalty, enthusiasm, co-operation, and devotion to hard work of the winter session are carried over in full measure to the Summer Quarter. Teachers are certain to carry the "Harrisonburg spirit" into their schools when once they feel its real influence.

OBSERVATION AND SUPERVISED TEACHING

Realizing the importance of observation in the training of teachers, the school makes every effort to provide proper facilities for this part of the work of the summer session. During the

First Term regular teachers of Training Schools have charge of groups of children in the various primary and grammar grades. The classes are in session during the morning of each school day throughout the entire six weeks. Observations are followed by meetings with the instructors for discussion of the work observed. While intended especially for professional students, those who are not taking a Professional Certificate course may be permitted to observe the work of these classes. All students who are required to take observation work must arrange their programs with the Director of Training, and others who desire to attend these classes should also consult her, and obtain permission before going to the schoolrooms.

Supervised Teaching facilities also are offered for students in the senior years of the regular Normal School courses in order that the many teachers who have left the Normal Schools at the end of the junior year (first professional year) may complete the requirements for full graduation in three summer quarters.

PHYSICAL EDUCATION AND RECREATION

A large gymnasium has been equipped with the usual apparatus for individual use and also a full complement of dumb-bells, Indian-clubs, wands, etc., for drills. Adjoining the gymnasium are locker rooms with a large number of steel lockers for the use of students. Shower baths are provided on the same floor with the lockers. Three tennis courts, a basket-ball court, and a hockey field, are at the disposal of those who seek outdoor games. The surrounding country affords ample opportunity for pleasant and interesting walks and mountain climbs.

Systematic instruction will be offered in physical education, both in the gymnasium work and in outdoor games, and no charge will be made for this or for the use of the apparatus. No special gymnasium suit will be required; but it is required that tennis shoes, or soft-soled shoes, be used on the floor of the gymnasium and on the tennis court.

CHAPEL AND SUNDAY SERVICES

Each morning an assembly is held and brief chapel exercises conducted, care being taken to make them thoroughly non-sectarian. The ministers of the town are asked from time to time to take part in these services. There are eleven white churches in town, representing the following denominations: Baptist, Church of the Brethren, Church of Christ, Episcopal, Hebrew, Lutheran, Methodist, Presbyterian, Reformed Church, Roman Catholic, and United Brethren in Christ. These churches and their Sunday schools cordially welcome the students. The student Young Women's Christian Association is in flourishing condition and keeps up its work during the summer, meetings being held one evening each week. The members of this organization assist in welcoming new students, and will be glad to help in any way possible.

EXCURSIONS

Saturdays will, for the most part, be used for excursions. A member of the faculty will direct each party. Trips to the following places and other points of interests are usually made and are readily arranged at small cost:

The Cyclopean Towers or Natural Chimneys, Mt. Solon; Grottoes (Weyers Cave) and the battlefield of Port Republic; the battlefield and the Endless Caverns of New Market; the Luray Caverns; Massanetta Cave; the Natural Bridge and Lexington; Ashby's Monument; the Lincoln and Boone homes, Edom; the Rawley Springs; the Massanetta Springs; Washington City. The Committee on Excursions will publish a list soon after the term begins.

LECTURES AND ENTERTAINMENTS

A number of interesting and profitable lectures and entertainments will be given during the summer, at small cost, to the students. An electric lantern is freely used for illustrating lectures and class work, and a motion-picture machine serves for both entertainment and instruction. Special programs will be given at the daily general assembly, and one or two evenings in each week, usually Friday and Saturday, will be occupied by exercises of general interest.

During the coming summer session an entire week of delightful entertainments will be given under the auspices of the Swarthmore Chautauqua Association. Every student, during the first term, is urged to provide \$1.50 in her personal budget for a season ticket to this splendid series of lectures and entertainments.

A "story-telling hour" and a "play-hour" are usually arranged, to be held at twilight on the lawn for both recreational and educational purposes.

PLACEMENT OF TEACHERS

A permanent record of every student's work is kept in the Registrar's office. The school aims to be of service in bringing students who are being trained for positions as teachers to the attention of educational authorities. While it is not possible to promise that positions will be secured for all who apply, especially in the case of students in attendance during the summer term only, yet it may be said that each year a number of positions for teachers cannot be filled for lack of available qualified candidates for these positions.

SOCIAL LIFE

Every effort is made to make student life at the summer quarter enjoyable as well as profitable. Entertainments, receptions, excursions and like social activities are encouraged and a happy, congenial group spirit is developed.

In regard to social conduct, every student is required to obey strictly the regulations of the student government association and the school authorities. Students who are not willing to be amenable to school regulations in such matters are urged not to attend, as we strive always to maintain the highest possible standards of personal conduct.

All students, whether rooming on the campus or in private homes, are required at all times to secure the approval of the social director of the school for engagements with young men, for automobile riding, for spending the night away from their rooms and for leaving the city at any time. Every student is given a copy of these regulations at the beginning of the term and is required to observe them scrupulously.

EXPENSES OF STUDENTS

The cost of each summer term at this school is extremely low. In comparing expenses with other institutions it should be noted that the rate for board covers *laundry* as well as meals and lodging, and the rooms are *completely furnished*, including all *bed-clothing and towels*.

FEES

A *registration fee* of \$1.50 and a medical fee of \$.50 is charged for each Summer Term. The medical fee entitles the student to free medical treatment and care in the school infirmary. *No tuition fee* is charged a student from Virginia in either Summer Term. Students from other states are charged a tuition fee of \$6.00 regardless of the courses taken. All fees must be paid *at the time of registration*.

Small *laboratory fees* are charged in certain courses in Home Economics and Manual Arts, as indicated in connection with the courses in the following pages. No reduction of a registration, medical, tuition, or laboratory fee will be allowed for late entrance or for withdrawal before the end of the term, no matter how brief the attendance.

TEXT-BOOKS

The books used in the courses leading to the first and second grade certificates are, in part, those used in the public schools of the State. The required text-books are named in connection with some of the courses on the following pages. The text-books may be brought from home or purchased at the school supply-room. New books will be sold at publishers' price, and second-hand books may usually be purchased very reasonably. Many of the text-books may be re-sold to the supply-room at the close of the term, provided they are in good order. Stationery, postage, and other supplies may be purchased at the supply-room, where *only cash sales will be made*.

LIVING ARRANGEMENTS

Excellent boarding accommodations for 400 ladies are provided in the school dormitories. None of the dormitory rooms may be occupied by one student alone; a few are for two students; others accommodate three students. All dormitory rooms are, however, equipped with single beds, one for each occupant. Students desiring to room alone may secure rooms in private homes at rates somewhat higher than those here stated.

All rooms in the dormitories are outside rooms, equipped with window-screens and electric lights, and comfortably furnished with white iron beds, oak dressers, tables, chairs, clothes-closets, and all necessary bedding and towels. Bathrooms are conveniently located on each floor, both shower and tub baths being provided.

Rooms in the dormitories will be assigned in order of application. *No assignment will be made for less than one full term and the board for the full term must be paid in advance at the beginning of the term.* Rooms will be ready for occupancy Monday, June 18, for the First Term, and must be vacated promptly on the day of July 28, unless the occupant is remaining for the Second Term. For the Second Term, rooms will be ready for occupancy on Saturday, July 28, but not before 3 p. m.

For the First Term, rooms will positively *not be held in reserve for students later than 11 p. m., Tuesday, June 19.* If the student for whom a place is reserved is not present at that time, the place will be given to another applicant, unless special arrangement has been made with the President beforehand.

As the dining-hall accommodates a larger number than the dormitories, *two hundred additional students rooming in private homes may take their meals at the school.* All windows and doors of dining-room, pantries, and kitchen have been thoroughly screened and all sanitary precautions taken.

The school reserves the right to require all students to room and board at the school for each term so long as accommodations are available. Students are urged not to make arrangements in private homes for the second term until they have found out that accommodations at the school are not available.

Gentlemen may secure board in private homes, reserved for them on request.

Ladies who do not secure places in the dormitories will be assigned to private homes in the town. These are of two kinds, namely, those furnishing rooms only and those furnishing both rooms and meals, as follows:

(1) The school is now renting a number of rooms in private homes in the immediate neighborhood, students rooming in these and taking their meals at the school dining-room, also having the benefit of the school laundry. Students living on this plan pay the full amount of board to the school, the cost being exactly the same as for those rooming in the dormitories.

(2) When students room and also take their meals outside of the dormitories, no payment for board is made to the school, but to the parties with whom the students board. Such students must also make arrangements for their laundry. Those who desire this plan should arrange through the school office.

The charge for board is somewhat higher on the second plan.

(3) The school reserves the right to change the boarding place of any student whose boarding place is not approved by the school authorities, or when such action is deemed necessary for the best interests of the student.

Prospective students for either, or both of the summer terms, are urged to make application for room reservation at once.

COST OF BOARD

Board in the school dormitories (including rooms rented by the school) will be furnished during the Summer Quarter at the following rates. This includes *completely furnished room (with towels and all bed-clothing), food, lights, laundry and service*. In comparing these rates with other schools, care should be taken to note what is included in each case. We have here no "extras" in our charges, one rate covering everything.

First Term Boarding Rates

From June 18 to July 28, full term.....	\$30.00
By the week for less than full term	5.50
By the day, for less than a week	1.00

Second Term Boarding Rates

From July 28 or July 30 to August 31.....	\$25.00
By the week for less than full term	5.50
By the day, for less than a week	1.00

The special term rate is for those who pay *in advance, in full, at time of registration*. No others will be allowed this reduced rate. All who pay for less than the full term will be charged the *weekly* rate, and if for less than a week, the *daily* rate. If any one who pays in advance for a full term finds it necessary to leave before the term is out, a rebate will be issued for the difference (if any) calculated at the *weekly* or *daily* rate, as the case may be.

FINANCIAL AID FOR STUDENTS

Every summer a number of students are able to meet their living expenses in whole or part by filling positions in the school dining room for either or both terms. These positions are filled entirely by students. A number of deserving students have thus been able to complete their courses by this provision for employment. Since the number of applicants is usually large, the school cannot promise positions to all who apply. Write the President as early as possible if you wish a place in the dining room service.

CREDITS FOR SUMMER WORK

In order to secure credit for work done during the Summer Quarter students are required to attend classes regularly and complete in a satisfactory manner the examinations given at the completion of the courses. Absence or late entrance can only be accounted for by extra work.

Students wishing credit for a certificate or Normal School diploma should register for one of the courses listed on page 26 after consultation with a member of the registration committee.

Students not desiring credit will be allowed to elect such courses as will best meet their individual needs.

Students in attendance during the summer terms who wish to work for Normal School credit and who take the class examinations and make a passing grade on combined class work and examination, will be given credit on our permanent records, and will

be sent by the school a written statement, showing the courses that have been satisfactorily completed during the term or quarter and the school mark obtained on each course. In this way, if at any future time a student decides to return here and do further work toward one of the regular certificates or diplomas of this school, she may have full advantage of all work of professional character previously completed. Of course it is understood that the student must satisfy the usual entrance requirements before receiving normal school credit on any course.

Deficiencies not exceeding two units in entrance requirements may be met by work done in the Summer Quarter.

REPORTS OF STATE CREDITS

State credits and State Certificates will be sent out from the office of the State Superintendent of Public Instruction at Richmond. Reports of students' work will be sent to the Richmond office by the school promptly at the close of each term. Students who fail to get their State reports or certificates, or who find apparent errors therein, should communicate with Supervisor of Teacher Training, State Board of Education, Richmond, Va. The following extracts give the main parts of the State regulations governing State Teachers' Certificates, but those who desire any further information should write directly to the State Board of Education, Richmond, Virginia, for such information. Unusual or complicated situations as regard certificates must be referred to the State Supervisor of Teacher Training, who alone is vested with final authority in such matters, and time will be saved by writing to her about such matters beforehand. The school has no authority to vary the regulations in any respect, but must interpret them literally.

COURSES OF INSTRUCTION

SUMMER QUARTER, 1923

COURSE I. Leading to First and Second Grade State Certificates.

COURSE II. Leading to the Elementary* Certificate, Primary Grade. (Same as the Junior year of Course IV.)

COURSE III. Leading to the Elementary Certificate, Grammar Grade. (Same as the Junior year of Course V.)

COURSE IV. Leading to the Normal School Diploma for Teaching in the Primary Grades.

COURSE V. Leading to the Normal School Diploma for Teaching in the Grammar Grades.

COURSE VI. For Teachers in Junior High Schools.

COURSE VII. Leading to the Normal School Diploma and the B. S. Degree in Home Economics.

SPECIAL COURSES

GROUP VIII. For Supervisors of Rural Schools.

GROUP IX. For Specialists in Home Economics.

GROUP X. For High School Principals and Teachers.

(See following pages for detailed requirements and outlines.)

*Formerly called the Elementary Professional Certificate.

COURSE I

LEADING TO FIRST AND SECOND GRADE STATE CERTIFICATES

For students who are not graduates of accredited high schools and who are therefore not eligible to enter the professional courses, review courses are given leading to the First and Second Grade Certificates. The requirements for these certificates and the regulations concerning the examinations for these courses are formulated by the State Board of Education and cannot be changed by the Normal School authorities. The examinations for these certificates are prepared by the instructors who give the courses and who also grade the papers of the applicants.

These courses are given both during the first term and during the second term. The examinations are given on July 26 and 27 for the first term and on August 30 and 31 for the second term.

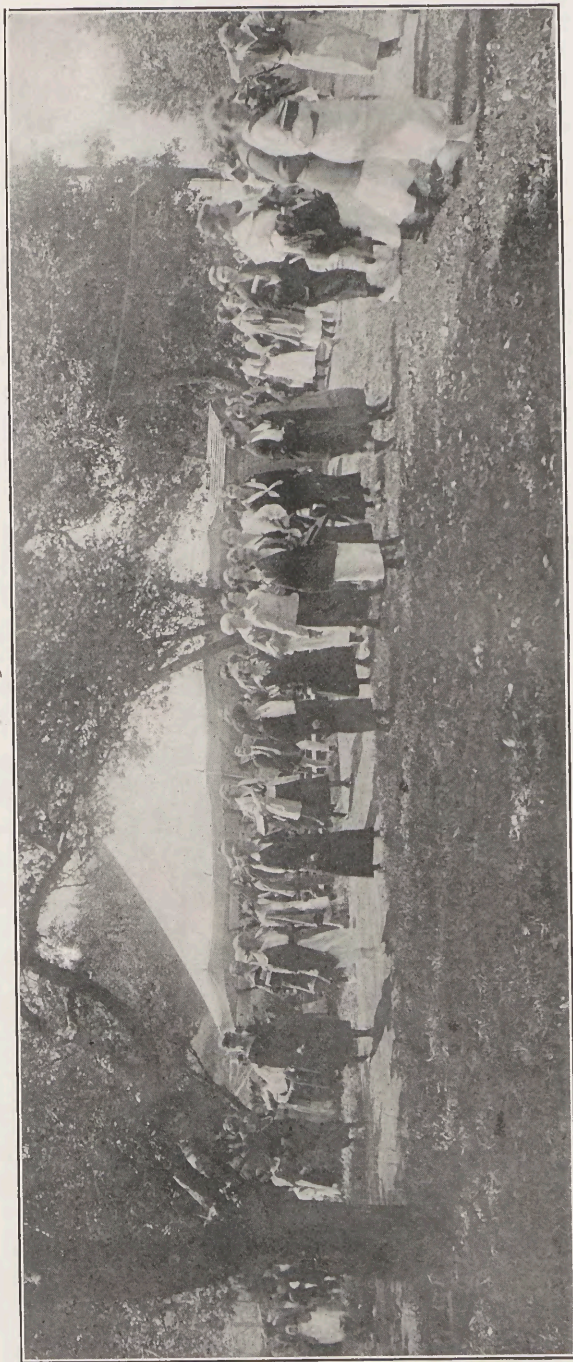
REQUIREMENTS FOR THE FIRST GRADE CERTIFICATE

1. The applicant must be at least 19 years of age.
2. The applicant must have had two years of high school work or the equivalent. (*A letter from your principal or superintendent stating that you have completed two years of high school work should be presented when you register.*)
3. Applicant must have taught successfully at least seven months.
4. Applicant must make an average of at least 85 per cent. on the examinations in the subjects listed in the following three groups:

GROUP ONE

Subject	Catalog Number	Value
Applicant's Form	(.....)	10
Arithmetic	Math. A	10
United States History.....	Hist. B	5
Geography	Geog. A	5
Hygiene	H. Ed. A.....	5
Reading	Ed. A	5
		40

Applicant must make 85 per cent. of 40 points, or 34 points.



ASSEMBLY TIME

GROUP TWO

<i>Subject</i>	<i>Catalog Number</i>	<i>Value</i>
Grammar	Eng. B	10
Virginia History	Hist. A	5
Civics	Hist. A	5
Theory and Practice	Ed. B	5
Drawing	Man. Arts B.....	5
Spelling	Eng. A	5
		35

Applicant must make 85 per cent. of 35 points, or 29.75 points.

GROUP THREE

<i>Subject</i>	<i>Catalog Number</i>	<i>Value</i>
Algebra	Math. B	5
Classics	Eng. C	5
English History	Hist. C	5
Agriculture	Biol. A	5
Physical Geography	Geog. B	5
or		
General Science	Phys. Sci. 110.....	5
		25

Applicant must make 85 per cent. of 25 points, or 21.25 points.

DIVISION OF EXAMINATIONS

In order to secure more thorough preparation for the first grade certificates, it has been arranged to allow applicants for this certificate who attend summer schools to divide the subjects into three groups as listed above, taking one group in each of three successive terms. Of course, an applicant, if he so desires, may take the examinations on all the subjects listed in the three groups at the end of one term, or he may take two groups one term and the third group the second term, but the more advisable method to pursue is to take the courses and examinations in subjects of only one group in a single term. Much better work can be done in this way.

TEMPORARY CERTIFICATES

Any applicant for a first grade certificate who is dividing the examinations and taking only the subjects listed in Group I will be given a provisional second grade certificate provided a total of at least 34 points or 85 per cent is made on the examinations. When in addition to the first group the second group is also com-

pleted in the same manner, the applicant is given a provisional first grade certificate, and the full first grade certificate will be granted upon the completion of the courses and examinations upon the subjects in the three groups, provided, of course, that the applicant meets the State requirements concerning age, training and experience.

NOTE: It is not advisable for a student to take Group III unless he has made a total of at least 63.75 points on the first two Groups.

NOTE: Students are advised to take Group I the first term and Group II the second term, completing the third Group in either term of the summer quarter of 1924.

"The First Grade Certificate is valid for five years and renewable for a similar period. It permits the holder to teach in the elementary grades. An applicant who makes first grade averages, but has not the requisite experience or is not of required age, may receive a Second Grade Certificate convertible into the First Grade when the necessary requirements are met."

COMBINATION OF GRADES

A student who has been in attendance at the Normal School for thirty days during the first term of the summer school and who, upon taking the examinations leading to a First Grade Certificate, or any division of this Certificate, fails to make the required grade, at the discretion of the president of the Normal School, may be permitted to take a second examination at the close of the second term of the summer school in such subjects in which the student made her lowest grades in the July Examination. These grades may be substituted for those secured in the same subjects at the July Examination, provided that the student has been in attendance at the same Normal School for thirty days during the first term of the summer school and thirty days during the second term of the summer school of the same year, and meets the requirements and standards for a First Grade Certificate or any division of the same as set up by the State Department of Education. In such cases no report of the July Examination is made to the State Department.

REQUIREMENTS FOR THE SECOND GRADE CERTIFICATE

1. The applicant must be at least 18 years old.
2. The applicant should have completed the elementary grades and desirably one year of high school work or the equivalent.
3. The applicant must make a grade of at least 75 per cent. or a total of 56.25 points on the examinations in the following subjects:

<i>Subject</i>	<i>Catalog Number</i>	<i>Value</i>
Applicant's Form	(.....)	10
Arithmetic	Math. A	10
United States History	Hist. B	5
Geography	Geog. A	5
Hygiene	H. Ed. A	5
Reading	Ed. A	5
Grammar	Eng. B	10
Virginia History	Hist. A	5
Civics	Hist. A	5
Theory and Practice	Ed. B	5
Drawing	Man. Arts B.....	5
Spelling	Eng. A	5
		<hr/> 75

Required grade for a second grade certificate is 75 per cent. of 75 points or 56.25 points. This Certificate is not renewable and no division of examinations is allowable in qualifying for this certificate.

NOTE: The subjects required for the second grade certificate are the same as the subjects found in the first two groups for the first grade certificate.

DIVISION OF EXAMINATIONS AND COMBINATION OF GRADES

Applicants for the second grade certificate are not allowed to divide the examinations for this certificate. The President of the School, however, may allow the applicant who fails on certain examinations at end of the first term to take these examinations over at the end of the second term under the same conditions previously stated for the applicants for the first grade certificate.

EXTENSION OR RENEWAL OF CERTIFICATES

"A certificate may be extended or renewed only by the State Department of Education. No certificate should be sent to the Department for renewal prior to April 1, or subsequent to September 15 of the year in which the certificate expires. All applications for renewals or extensions must be sent through the division superintendent and be accompanied by his recommendation or endorsement.

"The requirements for renewals are:

1. The applicant must show that he has read with care and appreciation five books on the Teachers' Reading Course during the life of the certificate, and be prepared to make a synopsis of any one of the books named. A certificate from the Division Superintendent showing that the books have been carefully and studiously read may be accepted in lieu of the synopsis.
2. In addition to the first requirement, the applicant must satisfy at least one of the following conditions:
 - (a) Take an examination on the two books on Education in the Reading Course for the year in which the certificate expires. (In 1923, Bonser's "The Elementary School Curriculum," and Pittman's "Successful Teaching in Rural School" will be the books to be examined upon) or
 - (b) Present the equivalent of two* session hours of college or normal school credits in education or academic subjects, or in subjects directly related to the grade of work or branches which the applicant teaches.

"The regulations of the State Board provide that the condition given under (a) and (b) may not be required of teachers who hold at least a first-grade certificate and have taught for twenty-four years."

The courses to be taken in accordance with the above regulations must be approved by the Committee on Registration. They may be taken in either the First or the Second Term.

*The course for the satisfaction of the requirements of the West Law may be taken as one of these courses.

COURSES II AND III

LEADING TO THE ELEMENTARY CERTIFICATE FOR PRIMARY TEACHERS AND GRAMMAR GRADE TEACHERS

These courses are especially designed for graduates of accredited high schools who wish to be prepared for teaching in the elementary grades. Under certain conditions holders of first grade certificates may also be admitted to these courses. The completion of the elementary course requires the completion of fifteen college session hours of forty-five quarter session hours as outlined in the following pages. This work is divided in a schedule of three quarters and, inasmuch as the courses coincide with the junior years (first years) in the two-year normal professional courses for the preparation of elementary school teachers, the three quarters' work may be taken altogether in summer quarters or it may be taken altogether in the regular winter session or the work may be taken partly in the summer quarters and partly in winter quarters. The student, if a graduate of an accredited high school, when this course is completed, is eligible to enter the senior year of the two-year normal professional course.

The elementary certificate granted on the completion of these three quarter courses is a professional certificate, is issued for six years and is renewable for a similar period in accordance with the rules for renewals. It permits the holder to teach in the elementary schools.

PARTIAL CERTIFICATES

High School graduates who complete the subjects as outlined for the first quarter of the above courses will be granted a Provisional First Grade Certificate. When the work for the first and second quarters has been completed the student will be granted a first grade certificate provided he or she is nineteen years of age and has had seven months' teaching experience. Upon the completion of the third quarter, of course, the elementary certificate is granted.

No certificate will be granted for the completion of less than five college session hours or fifteen quarter session hours.

HIGH SCHOOL GRADUATES

Graduates of accredited high schools, who cannot complete two consecutive years of resident Normal School work for the full Normal School diploma, should by all means take this course for the elementary certificate, completing later, if possible, the senior year of the two year normal school course for the full diploma. Graduates of accredited high schools are especially advised not to take Course I. leading only to first and second grade certificates. Course I. is for students who have two years or more of high school work, but are not graduates of accredited high schools.

REQUIREMENTS FOR THE ELEMENTARY CERTIFICATE

1. ENTRANCE REQUIREMENTS:

- a. Graduation from an accredited high school, or
- b. An accredited private secondary school;
- c. Graduates admitted upon less than the above requirements cannot apply for a certificate of any type until satisfactory credits have been placed before the State Department.
- d. Holders of First Grade Certificates who are more than twenty-one years of age and have had at least three years of teaching experience, after receiving First Grade Certificate, may be permitted to enter the course. (Such students can be granted no credit toward the full Normal Diploma until the admission requirements are met as stated in the winter session's catalog.)

2. REQUIREMENTS:

Amount of credit required for elementary certificate:

College session hours	15
or	
Quarter session hours	45

3. DISTRIBUTION OF CREDITS:

- a. Academic Subjects—English, History or Science—3-4 session hours.
 - b. Educational Subjects:
 - I. General Education;
Educational Psychology, School Management;
2-3 session hours.
 - II. Health and Physical Education, 2 session hours.
 - (a) Course in School Hygiene and Physical Inspection of School Children as outlined by State Board.
 - (b) Course in Physical Education.
(Outline of State Board.)
 - c. Elementary Education3-5 session hours
 - d. Applied Arts: Music Manual Training, Drawing, Penmanship2 session hours
4. No credit on this course can be allowed those who have had normal training high school work. Credits secured for education in high schools can only be accepted as high school units for admission to the course.

DIPLOMA TO BE PRESENTED

Graduates of accredited high schools or private secondary schools should present, when they register for the summer quarter, either their diplomas or a letter from their high school principals or superintendents showing that they are graduates of an accredited high school. Holders of first grade certificates, who are admitted to the course by this method, should present at the time of registration their first grade certificates.

ELEMENTARY COURSE II

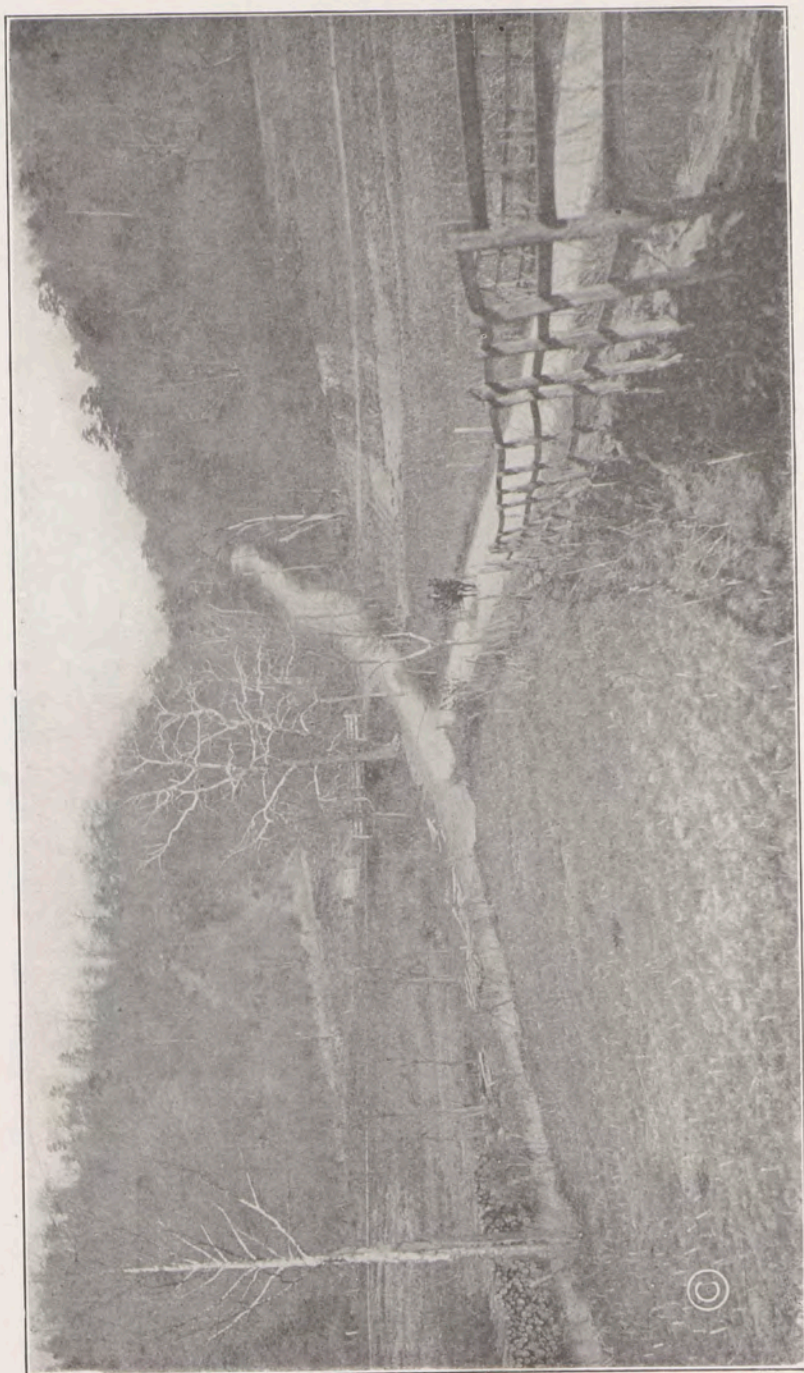
FOR PRIMARY TEACHERS

Program of Classes.	Quarter:	Class Periods			Quarter Hours		
		I	II	III	I	II	III
Art 102—Industrial and Fine Arts.....		0	0	4	0	0	2
Biol. 113—Nature Science		0	0	5	0	0	3
Ed. 105—Orientation		2	0	0	1	0	0
Ed. 106-107—Educational Psychology....		3	3	0	3	3	0
Ed. 108—Teaching and Management.....		0	0	3	0	0	3
Ed. 112—Primary Number Work.....		0	0	2	0	0	2
Ed. 115—Child Literature and Story- Telling		0	3	0	0	3	0
Ed. 116—Teaching of Reading		0	0	3	0	0	3
Ed. 120—Teaching of Handwriting.....		0	2	0	0	1	0
Eng. 100—English Fundamentals		3	0	0	3	0	0
Eng. 110—Practical Writing of English..		0	3	0	0	3	0
H. Ed. 101-102-103—Physical Education.		3	3	3	1	1	1
H. Ed. 104—School Hygiene		3	0	0	3	0	0
Music 100-101-102—Primary Music.....		2	2	2	1	1	1
Soc. Sci. 108—Primary Geography		3	0	0	3	0	0
Soc. Sci. 100—Citizenship and Govern- ment		0	3	0	0	3	0
Totals		19	19	22	15	15	15

ELEMENTARY COURSE III

FOR GRAMMAR GRADE TEACHERS

Program of Classes.	Quarter:	Class Periods			Quarter Hours		
		I	II	III	I	II	III
Art 107—Fine and Industrial Arts for Grammar Grades	4	0	0		2	0	0
Ed. 105—Orientation	2	0	0		1	0	0
Ed. 106-107—Educational Psychology....	3	3	0		3	3	0
Ed. 108—Teaching and Management.....	0	0	3		0	0	3
Ed. 120—Teaching of Handwriting.....	2	0	0		1	0	0
Eng. 100—English Fundamentals	3	0	0		3	0	0
Eng. 105—Children's Literature	0	3	0		0	3	0
Eng. 106—English Language	0	0	4		0	0	4
H. Ed. 101-102-103—Physical Education.	3	3	3		1	1	1
H. Ed. 104—School Hygiene	0	3	0		0	3	0
Math. 104—Arithmetic for Grammar Grades	4	0	0		4	0	0
Music 103-104—Music for Grammar Grades	0	2	2		0	1	1
Phys. Sci. 114—General Science	0	0	5		0	0	3
Soc. Sci. 100—Citizenship and Govern- ment	0	0	3		0	0	3
Soc. Sci. 109—Geography for the Gram- mar Grades	0	4	0		0	4	0
Totals	21	18	20		15	15	15



PLEASANT STROLLING PATHS

COMPLETION OF OLD COURSES

Those who began the courses under the old regulations for the elementary professional courses before 1922, will be given until 1924 to complete these courses and will be required to satisfy the requirements as they were formulated previous to this year, but will not be required to meet the new regulations. Teachers who have completed the first or the first and second years of the old courses for the elementary professional certificates are urged to complete these courses during the Summer Quarter of 1923, as these courses may be given in only one Summer School in the State in 1924.

SECOND AND THIRD YEARS MAY BE COMPLETED IN ONE QUARTER

All teachers who have completed the first year of the old professional course may complete the second and third years in the summer quarter of 1923 by taking the third year the first term and the second year the second term. This permission has been granted under a special ruling by the State Board of Education for this quarter. All teachers who have completed one or two years of the old courses should complete these courses this summer if possible.

THIRD YEAR OF OLD COURSES GIVEN ONLY DURING FIRST TERM

Second Year given only during Second Term.

In order to simplify the program of studies the third years of the old professional courses will be given only during the first term and the second years only during the second term. Those who wish to complete the two years this summer will take the third year the first term and the second year the second term. The first years of the old (eighteen weeks) professional courses will be no longer given, as applicants beginning the elementary courses after January 1, 1922, must meet the new requirements in order to secure the elementary certificate.

COURSE II. FOR PRIMARY TEACHERS

(Old Course)

First Year

(No longer given.)

Second Year

(Given second term only.)

1. Methods in Reading—Second Year—Education 126.
2. Methods in Arithmetic—Mathematics 117.
3. Methods in Language and Spelling—Education 128.
- *4. Writing or Drawing—Writing 100 or Art 111.

Third Year

(Given first term only.)

1. Methods, Management, and Observation—Education 114.
2. Nature Study and Home Geography—Biology 119 and Biology 126.
3. Child Literature and History Stories—Education 125.
4. Public School Music—School Music 109.
5. Primary Industrial Work—Manual Arts 112.
or
Drawing or Writing—Art 111 or Writing 100.

COURSE III. FOR GRAMMAR GRADE TEACHERS

(Old Course)

First Year

(No longer given.)

Second Year

(Given second term only.)

1. Methods in Civics and History—History 143.
2. Grammar and Methods—English 117.
3. Methods in Geography—Geography 114.
- *4. Writing or Drawing—Writing 100 or Art 113.

Third Year

(Given first term only.)

1. Methods, Management, and Observation—Education 114.
2. Methods in Reading and Literature—English 115.
3. Agriculture (School Gardening)—Biology 124.

4. Public School Music—School Music 110.
5. Home Economics (Home Economics 101 or Home Economics 104) or Industrial Work (Manual Arts 119).
or
Drawing or Writing (Art 113 or Writing 100).

*Teachers are required to take writing in either the second year or the third year, unless they are able to present a certificate of proficiency or passing grade in a similar course.

NOTE: Under (5) thirty hours, instead of sixty hours, as heretofore, are required.

COURSES IV AND V

LEADING TO THE NORMAL SCHOOL DIPLOMA FOR TEACHING
IN THE PRIMARY GRADES (IV) AND IN THE
GRAMMAR GRADES (V)

For those students, with the necessary admission requirements, who desire to begin a professional course, leading to the full Normal School Diploma, full credit towards this diploma may be received for work in the summer quarter completed in Courses II and III which correspond, in the new elementary courses, to the junior year of the two year professional courses. Three quarters of the six required for graduation from the two-year professional courses may be completed in this manner. One full year in residence during the fall, winter and spring terms may be required for graduation. These courses should appeal especially to the juniors who have gone into teaching at the end of their junior year. Such students can thus fulfill the requirements for graduation in three summer quarters without discontinuing their teaching. Juniors of other normal schools will be allowed full credit for work done in other normal schools. Adequate practice teaching facilities are provided.

COURSE VI

FOR TEACHING IN JUNIOR HIGH SCHOOLS

This course is designed to meet the need throughout the State for teachers for the many Rural Junior High Schools now being

organized. In formulating these courses especial provision has been made for the special subjects taught in the Junior High School. The following courses of instruction, following closely the requirements of the New State Course of Study, are offered:

Rural School Management. (Ed. 135.)

Administration of the Junior High School. (Ed. 138.)

Agriculture. (Biol. and Agri. 124.)

Methods in Civics and History. (Hist. and Soc. Sci. 143.)

Home Economics. (H. E. 101 or HE. 104.)

Manual Arts. (M. A. 119.)

Public School Music for Junior High School. (Music 113.)

Physical Education in the Junior High School. (H. Ed. 123.)

NOTE: These courses do not lead to a junior high school certificate.

COURSE VII

LEADING TO THE NORMAL SCHOOL DIPLOMA AND THE B. S. DEGREE IN HOME ECONOMICS

Advanced work in both the Junior and Senior Years of the two-year or four-year home economics courses is offered during the summer quarter. Special adjustments frequently have to be made for those completing post graduate or degree courses. During the coming summer the regular first quarter of the third (P. G.) year will be given. This will embrace practical work in supervised home management.

*SPECIAL CERTIFICATE COURSE IN HOME ECONOMICS

Teachers of maturity and experience who find it impossible to take regular courses in Home Economics leading to graduation from either the two-year or the four-year Normal School Course may secure a special certificate to teach Home Economics by completing the following state requirements:

REQUIREMENTS OF SPECIAL CERTIFICATES

1. Graduation from
 - a. An accredited high school, or
 - b. An accredited private secondary school.

2. Two units of high school credits in the field of specialization.
 - a. In the field of Home Economics, evidence of skill may be accepted if high school units cannot be presented.
3. Must be nineteen years of age.
4. When a course in Education is added to complete the required hours credit in any subject, this course should be directly related to the specific subject to which the credit is to be applied or to the general field of high school education.

The following course of study has been formulated by the State Board of Education for the Special Certificate in Home Economics.

*This course is offered this summer for those who have already begun this course, but will not be offered after this summer and no new candidates will be admitted to the course in 1923.

HOME ECONOMICS COURSE FOR SPECIAL CERTIFICATE

CLOTHING AND FOODS

	Session hours
1. Clothing	
(a) Plain sewing	1
(b) Elementary dressmaking	1
(c) Advanced dressmaking	1
(d) Design	1
(e) Textiles	1
2. Foods	
(a) Cookery	1
(b) Menu making—marketing	1
(c) Dietetics	1
(d) Food study	1
(e) Household management	1
3. Home nursing	1
4. Care and feeding of children	1
5. Elective	1
6. Methods and Practice Teaching	2
7. Prerequisites for course	—
	15
(a) Graduation from accredited high school.	
(b) Two high school units in Home Economics or sufficient evidence of skill in cooking and sewing.	
(c) Two session hours of college chemistry.	

GROUP VIII. RURAL EDUCATION AND SUPERVISION

Opportunities are offered at this summer school to those who are especially interested in the various problems of rural school teaching and supervision. The general improvement of rural school conditions will be considered from many standpoints and in a very practical manner. Note the special course in rural supervision outlined elsewhere in this catalog.

The introduction of industrial subjects in the schools, and the formation and management of school improvement leagues, of tomato clubs, of canning clubs, of poultry clubs, of corn clubs, and similar organizations, will receive much attention.

In this connection special attention is called to the courses in Manual Arts; the courses in Home Economics; the courses in Nature Study, Elementary Agriculture, and School Gardening. With this variety of regular courses and the special lectures, demonstrations and conferences, teachers and others interested in rural life and rural education can readily arrange a most helpful and interesting program for the summer session.

Besides the regular faculty of the school, it is planned to have in attendance during a portion of the time the Special Agent in charge and others connected with the Home Demonstration Work in Virginia, representatives of the State Department of Health, the State Department of Public Instruction, the Co-operative Education Association, and United States Government Departments—all experts along some particular line of rural life and rural education.

GROUP IX. FOR SPECIALISTS IN HOME ECONOMICS

Special teachers of home economics in high schools and junior high schools, and home demonstration agents who feel the need of additional training for their work will find courses in home economics and related subjects well suited to their needs. This normal school has been designated by the State Normal School Board to offer a four-year course in Home Economics under the Smith-Hughes Law, and has therefore provided excellent laboratories and instructional facilities for this work.

GROUP X. FOR HIGH SCHOOL PRINCIPALS AND TEACHERS

There is a conspicuous shortage of professionally trained principals for the smaller high schools. For principals and their assistants and for those looking forward to this important work the following courses have been provided :

1. Educational Psychology—Ed. 107 and 108.
2. Rural School Supervision and Management—Ed. 135.
3. Educational Tests and Measurements—Ed. 208.
4. Administration of the Junior High School—Ed. 138.
5. Rural Sociology—History and Social Sciences 203.

At the time of registration teachers should consult the Dean of the Summer Faculty for selection of programs for these special courses. These courses do not lead to a special high school certificate.

DESCRIPTION OF COURSES OFFERED*

SUMMER QUARTER

First Term—June 18 to July 27

Second Term—July 30 to August 31

I. BIOLOGY

119. NATURE STUDY.—*First term.*

To know plants and animals and how they live is the main purpose of this course. Observations and study are not technical, but are careful and accurate. Instruction and recitation is in large part in story form.

124. AGRICULTURE.—(*School Gardening*).—*First term.*

As far as time permits, this course is intended to prepare teachers of elementary agriculture and to promote an understanding by rural teachers of the problems of farm life. It is also a distinct aid to the teacher's knowledge of general science. Principal emphasis is placed on vegetable, flower, corn, poultry and pig raising.

126. HOME GEOGRAPHY.—*First term.*

This course is combined with Biology 119, and has for its general problem the study of the home community of the pupils. A study is made of such topics as are appropriate to the work of the first four grades, with emphasis on method of approach through the children's experience and observation.

Course Leading to First and Second Grade Certificates

A. ELEMENTARY AGRICULTURE.—(*Repeated second term.*)

Textbook: Warren's *Elements of Agriculture*.

**Courses this summer will be of two types. Those running a full summer quarter of eleven weeks and those running through one of the six weeks' terms. Note is made of this matter in the course statements. All courses meet five times a week unless otherwise designated.*

II. EDUCATION

105. ORIENTATION.—*Full summer quarter; 2 periods a week.*

This course seeks to put the student into possession of information of a general character which is fundamental to successful study and life in an

institution for the preparation of teachers, and to guide her in choosing among the various courses which lead to the different types of teaching reference books, of readers' guides, etc., and as to the preparation of bibliographies, the making of notes, arrangement of notebooks, and economy of time in reading and study.

106. INTRODUCTION TO PSYCHOLOGY.—*Full summer quarter; 3 periods a week.*

This is an introductory course in general and educational psychology. A careful study is made of original human tendencies and the laws by which modifications in them are made. An effort is made to develop the scientific point of view both in the interpretation of the student's own mental experience and in the study of the child of school age. Separate sections are formed for those preparing to teach in the primary grades and the grammar grades, making it possible to apply the principles studied to the special problems in each field.

107. EDUCATIONAL PSYCHOLOGY.—*Full summer quarter; 3 periods a week.*

In this course a more detailed study is made of the major problems of educational psychology, particularly the learning process and individual differences. A considerable amount of experimental work is done and frequent observations are had in the Training School.

114. METHODS, MANAGEMENT AND OBSERVATION.—*First term.*

This course is devoted to the careful study of the general methods of teaching and management. In addition to the regular daily class period, ten observations are included. Among the more important topics are those having to do with types of lessons, assignments, organization, subject-matter, questioning, routine management, discipline, and tests of achievement.

115. CHILD LITERATURE AND STORY TELLING.—*Full summer quarter; 3 periods a week.*

In this course a survey is made of literature for younger children and standards are set for the methods of presentation, including story telling and dramatization. Frequent and abundant opportunity is given each member of the class in practice in story telling. Illustrative lessons in the primary school will be observed from time to time.

120. TEACHING OF HANDWRITING.—*Full summer quarter; 2 periods a week.*

This course aims particularly to give instruction in the art of teaching children how to write. The problems of drill, motivation, habit-formation, and the use of writing scales are included in the course. Sufficient drill in hand-writing is given that the principles may be thoroughly understood.

125. CHILD LITERATURE AND HISTORY STORIES.—*First term.*

In this course a study is made of literature appropriate for the first four grades, with discussions of the principles underlying the selection and presentation of stories to children. Topics: origin and value of story telling; the origin of folk tales, fairy tales and myths; the requisites of a good story teller; the preparation of a story for telling; the adaptation of stories; selection and grading of stories and poems.

126. METHODS IN READING FOR PRIMARY GRADES.—*Second term.*

General topic for term, *the relation of reading to educational progress.* Topics: the reading habit; silent reading, its relation to study—teaching how to study; oral reading, danger from over emphasis, speech difficulties; how to conduct different types of reading lessons; texts in reading; how to correct mechanical difficulties; how to increase power in extracting thought; materials for reading; supplementary reading; grade libraries, how to secure them, selection of books for each grade, how to use the library.

128. METHODS IN LANGUAGE AND SPELLING.—*Second term.*

This course is divided between two subjects: namely, language and spelling. The first five weeks is devoted to the study of language method and material. The last week of the course is used in developing methods of teaching spelling. *Methods in language*; topics: purposes; materials for language lessons; motivation of language; course of study in language for primary grades; relative importance of oral and written language for primary grades; the amount of formal language expected of each grade. *Methods in Spelling*; topics: the relation of spelling to other subjects; cause of incorrect spelling; methods of teaching spelling in primary grades; selection of spelling material; study of standard tests.

200. SUPERVISED TEACHING AND MANAGEMENT.—*First term.*

Students in this course are assigned to work under the direction of the supervisors. They are given experience in planning lessons, in teaching, in recreational activities and in class management. Practice teaching is done under real public school conditions.



TIME FOR PLAY

201. TEACHING CONFERENCES.—*First term.*

Once each week the entire practice teaching body is brought together by the Director of the Training School to discuss the various problems that arise with regard to successful work and the making of efficient teachers. Several conferences a week are held with the grade teachers for the purpose of aiding the student in meeting the needs of the daily classwork. Individual conferences between the student and supervisor are held as needed.

208. EDUCATIONAL TESTS AND MEASUREMENTS.—*Full summer quarter; 3 periods a week.*

The recent attempts to measure scientifically the educational achievements of individuals and schools in the various subjects of the curriculum will be taken up in this course in such a way as to enable teachers to use these tests and to understand their use by others. This vital subject will be made more practical by the actual giving and scoring of tests. A small laboratory fee will be charged for the materials.

ADDITIONAL COURSES

If a sufficient number apply, arrangements will be made to give one or more of the following courses, either as a term course or running through the whole quarter:

- 133. INTRODUCTION TO HIGH SCHOOL TEACHING.
- 135. RURAL SCHOOL SUPERVISION AND MANAGEMENT.
- 138. ADMINISTRATION OF THE JUNIOR HIGH SCHOOL.
- 202. HISTORY OF EDUCATION.
- 203. PRINCIPLES OF EDUCATION.

Courses Leading to First and Second Grade Certificates

- A. READING. (*First term; repeated in second term*).

Text-book: O'Brien's *Silent Reading*.

- B. THEORY AND PRACTICE. (*First term; repeated in second term.*)

Text-book: Bennett's *School Efficiency*.

III. ENGLISH LANGUAGE AND LITERATURE

100. ENGLISH FUNDAMENTALS.—*Full summer quarter; 3 periods a week.*

This course is a review of grammar and an intensive drill in the fundamentals of oral and written composition, to the end that the student may be relied on to talk and write clearly. Considerable practice is afforded in the writing of letters and newspaper reports, with some essay and story work. The course also requires readings and reports from current magazines and other sources.

105. CHILDREN'S LITERATURE.—*Full summer quarter; 3 periods a week.*

The aim of this course is to acquaint students with a considerable body of literature which appeals to children in the intermediate grades. Methods of building up a taste for good literature are considered. Relative values in oral and silent reading in the grades are also discussed.

110. PRACTICAL WRITING OF ENGLISH.—*Full summer quarter; 3 periods a week.*

This course aims particularly to give a wide range of experience in written English, including letter-writing, verse-writing and short expositions.

115. METHODS IN READING AND LITERATURE FOR GRAMMAR GRADES.—*First term.*

Topics: Aims in reading in the grammar grades; types of material for use in grammar grade reading; how to motivate oral reading and silent reading; how to secure expression in oral reading, place of technical skill, importance of comprehension of subject; problems in grammar grade reading, study of literature, teaching general reading as a tool subject; guiding class in extensive reading, lists of books for parallel reading, magazines for children's reading; measuring results in grammar grade reading; critical study of books for these grades.

117. GRAMMAR AND METHODS.—*Second term.*

Half of the course should be devoted to a review of those phases of technical grammar which appear in the Elementary Course of Study. The rest of the time should be given to the study of how to teach grammar. Topics: what phases of technical language should be placed in each of the grammar grades; inductive method of teaching principles and rules; correlation of grammar with oral and written language; sentence analysis, its value and abuse.

202. LITERATURE AND COMPOSITION.—*Full summer quarter; 4 periods a week.*

The aim of this course is to make a careful and systematic study of one of the more important literary periods, including the study of the English drama, with particular emphasis upon Shakespeare, or of Romanticism centering in Wordsworth, or of the Victorian Age as represented by Tennyson and Browning.

ADDITIONAL COURSES

If a sufficient number apply, arrangements will be made to give one or more of the following courses, either as a term course or running through the whole quarter:

ENG. 143. MODERN POETRY.

ENG. 144. ENGLISH FOR HIGH SCHOOLS.

ENG. 403. ADVANCED COMPOSITION.

Courses Leading to First and Second Grade Certificates

A. SPELLING. (*Repeated in second term.*)

Text-book: *New World Speller.*

B. ELEMENTARY ENGLISH GRAMMAR AND COMPOSITION. (*Repeated in second term.*)

Text-book: Emerson and Bender's *Modern English Grammar.*

C. CLASSICS. (*Repeated in second term.*)

Text-book: To be selected.

IV. HOME ECONOMICS

101-102. CLOTHING AND TEXTILES.—*First and second terms; 10 periods a week.*

This course includes practice in the more complicated hand and machine work, with the use of machines and attachments. Study is also made of the clothing budget, the use and selection of commercial patterns, the laundry, and the growth and manufacture of textile fibers. Laboratory fee: 75 cents a term.

104-105. FOODS.—*First and second terms; 10 periods a week.*

This course includes a study of foods, their composition, nutritive value and relative cost; also the principles of cooking and their application through the preparation and cooking of foods; in planning, preparation, and serving of simple type meals. Laboratory fee: \$2.00 a term.

110. HOUSEHOLD MANAGEMENT.—*Second term; 10 periods a week.*

This course will consider scientific and economic principles as applied to the problems of the home; household efficiency, household service, division of income, and standards of living.

201.-202. CLOTHING AND TEXTILES.—*First and second terms; 10 periods a week.*

This course is planned to give, in the first term, a working basis for the intelligent selection of cloth and clothing. An intensive study is made of cloth and its preparation for use, the suitability of all kinds of staple and fancy fabrics to various and possible uses and their comparative values.

The second term will introduce problems in the construction of clothing and millinery which will permit of the application of the principles evolved during the first term.

204-205. FOODS.—*First and second terms; 10 periods a week.*

This course continues the application of the principles of cooking to the preparation of more complex mixtures of food materials; a study is also made of marketing and costs and of the planning, preparation, and serving of meals. Laboratory fee: \$3.00 a term. The course presupposes General Chemistry as prerequisite and Applied Chemistry as parallel.

301. PRACTICE HOUSE.—*First term; 12 periods a week.*

Each member of the group will live in the practice home and will serve there in all capacities. The student thus gains experience which may easily be applied in her own home or in the instruction of others in home duties. The supervisor lives with the students and directs their work. The work of this course is correlated closely with Home Economics 302, and 303.

302. HOME MANAGEMENT.—*First term; 8 periods a week.*

In these conferences there will be discussed the scientific and economic principles applied to the problems of the home; household efficiency, household service, division of income, apportionment of time, standards of living.

303. HOUSE PLANNING AND DECORATION.—*Second term; 8 periods a week.*

The aim of the course is to develop in students of home economics an appreciation of design in homes, the fundamentals of architectural structure and suitable decoration of exteriors. An application of the subject matter of the course in design will be one of the principal aims.

V. INDUSTRIAL AND FINE ARTS

107. GRAMMAR GRADE DRAWING.—*Full summer quarter; 2 periods a week.*

This course is intended to furnish preparation for teachers in the intermediate grades for the teaching of drawing either as a course in itself or as a phase of other courses. The problems will be taken from the subject-matter of the courses usually offered in the grammar grades. Students will be asked to furnish their own materials.

111. DRAWING FOR PRIMARY GRADES.—*First term; repeated in second term.*

The State Course of Study in Drawing is the basis for this course. The Applied Arts Drawing Books 41, 42, 43, 44 are used. Topics: nature drawing; landscape composition; object drawing; illustrative and pose drawing; lettering. Color should be taught in connection with all other topics.

112. PRIMARY INDUSTRIAL WORK.—*First term.*

The purposes of this course are to give the teacher the point of view of social development of the child, to gain some skill through the projects worked out in the class, to have some idea of the method of teaching the subject to children. Topics: value of industrial work to the young child; principles underlying selection of material for course of study; *projects for the class*: toys, doll house, stores, public buildings, farm, gardening, means of transportation, primitive life; *mediums*: wood, sand table, clay, paper, weaving cardboard.

113. DRAWING FOR GRAMMAR GRADES.—*First term; repeated in second term.*

The course will follow largely the topics outlined for primary grades. The only difference will be in choice of material. Applied Arts Drawing Books 45, 46, 47 are used in this course.



THE VARSITY TEAM

119. INDUSTRIAL ARTS.—*First term.*

The course includes a brief survey of the place of industrial work in elementary education. The method of teaching the subject is demonstrated by the instructor in presenting the various projects to the class and by discussions. Projects: note books; card index; stencil table runner; concrete flower pot or window box; bird houses; rabbit trap; chicken coop; egg carton; automobile carriage; picture frame or serving tray; book racks; book cases; shirtwaist box.

Courses Leading to First and Second Grade Certificates

B. DRAWING. (*Repeated in second term.*)

No previous training in drawing is required for admission to this course.

VI. MATHEMATICS

117. METHODS IN PRIMARY ARITHMETIC.—*Second term.*

Topics: the aims for teaching arithmetic; the course of study for the primary grades; methods of teaching: (a) numbers, counting, reading, writing, (b) the four fundamental processes; when and how to see objects in teaching; habit formation in arithmetic, drills; problems, types; measurements, money, time, space; the motivation of arithmetic.

104. INTERMEDIATE ARITHMETIC.—*Full summer quarter; 4 periods a week.*

In this course a review is made of the arithmetic of the elementary grades, special drill being given in the fundamental operations of integers, common and decimal fractions, and the simple business applications of percentage. Attention is also given to the teaching of the subject and to the use of the new standard tests.

Course Leading to First and Second Grade Certificates

A. ARITHMETIC. (*Repeated in second term.*)

Text-book: Smith's *Modern Advanced Arithmetic*.

B. ALGEBRA. (*Repeated in second term.*)

Text-book: Wells' and Hart's *High School Algebra*.

VII. SCHOOL MUSIC

- 100-101. MUSIC FOR PRIMARY GRADES.—*Full summer quarter; 2 periods a week.*

This course includes a careful study of songs suitable for note teaching in the kindergarten and primary grades. Special attention is given to the child voice, and to the treatment of monotones. Emphasis is placed on song interpretation. Individual work is required of each student. The course endeavors to cover the organization of material for the first three grades of the elementary school.

103. MUSIC FOR GRAMMAR GRADES.—*Full summer quarter; 2 periods a week. (Not given in 1923.)*

This course is similar in character to courses 100 above, but endeavors to cover the work of the fourth, fifth, sixth, and seventh grades.

109. PUBLIC SCHOOL MUSIC FOR PRIMARY GRADES.—*First term.*

This will consist of the following topics: technique of singing; tone quality, ear training, measure and rhythm, rudiments of music, sight reading; methods taught in connection with each topic; chorus work; music appreciation; use of Victrola; course of study for each grade.

110. PUBLIC SCHOOL MUSIC FOR GRAMMAR GRADES.—*First term.*

The course will follow largely the topics outlined for the primary grades. The greatest difference will be in the choice of material. Additional topics: how to secure a community chorus; how to develop a spring festival.

113. PUBLIC SCHOOL MUSIC FOR JUNIOR HIGH SCHOOL.—*First term; repeated second term; 2 periods a week.*

This course prepares for teaching in the junior high school and will follow the outline laid down by the State High School Course of Study.

ADDITIONAL COURSES

A limited number of students will be able to obtain private instruction in instrumental and vocal music. If there is sufficient demand, a course in Music Appreciation, Music 200, will be given.

VIII. HEALTH EDUCATION

101. PHYSICAL EDUCATION I.—*Full summer quarter; 3 periods a week.*

This course devotes two periods a week to tactics, free gymnastics, light work on apparatus, mass exercises, games, and dances. Personal instruction is given in personal health habits, with special emphasis on the correction of faulty posture. The third period is given to outdoor exercises of various kinds, such as walking, running, field hockey, tennis, and such games as basket ball, volley ball, captain ball, and indoor baseball. Teams are organized for interclass competition and all training for athletic feats is carefully systematized and supervised.

Separate sections will be formed of those expecting to teach in the primary and the grammar grades.

102. PHYSICAL EDUCATION I.—*Full summer quarter; 3 periods a week.*

This course is a continuation of Physical Education 101.

104. SCHOOL HYGIENE.—*Full summer quarter; 3 periods a week.*

In this course emphasis is placed primarily upon personal hygiene, particularly the hygiene of the teacher. It includes a study of such problems as the various stages in the physical development of the child and their relation to school hygiene; the school plant, its site, construction, heating, ventilation, etc.; the hygiene of instruction, the daily schedule in relation to health, etc. Particular attention is also given to the study of the health of school children, physical defects, malnutrition, and contagious diseases.

This is the course to be taken by students who are entering the elementary course or who are taking regular normal school courses. It will, like course 114, qualify teachers for the West Law requirement.

114. SCHOOL HYGIENE AND PREVENTIVE MEDICINE.—*First term; repeated in second term.*

Teachers who wish to satisfy the requirement of the West Law should take this course. The texts used will include "The Course of Study in Hygiene for School Children," and "The Health Manual for Teachers." Attention will be given to making physical examinations.

123. PHYSICAL EDUCATION FOR THE JUNIOR HIGH SCHOOL.—*First term; repeated second term; 3 periods a week.*

This course will prepare teachers to handle athletics, informal games, and the general physical education program of the junior high school as laid down by the State High School Course of Study.

200. HOME AND SCHOOL NURSING.—*Full summer quarter; 2 periods a week.*

This course includes work in school and home nursing, emergencies, and the care of children. Its purpose is to give a knowledge of what to do in cases of accident or other emergencies in the absence of a physician, to give ability to nurse cases of sickness in the home in an intelligent manner, and to prepare food for the sick in the home. This theoretical instruction is accompanied by practical demonstrations, and is valuable to the teacher in caring for her pupils in school as well as in the home.

ADDITIONAL COURSES

If sufficient number apply, arrangements will be made to give one or more of the following courses, either as a term course or running through the whole quarter:

201. PHYSICAL EDUCATION II. (*For Normal School Seniors.*)
310. HOME NURSING AND CARE OF CHILDREN. (*For Postgraduates in Home Economics.*)

Course Leading to First and Second Grade Certificates

- A. PHYSIOLOGY AND HYGIENE. (*Repeated in second term.*)

Text-books: Ritchie's *Human Physiology* and Ritchie's *Primer of Sanitation*.

IX. PHYSICAL SCIENCE

104-105. GENERAL CHEMISTRY.—*First and second terms; 10 periods a week.*

The subject matter of general chemistry is presented, in its foundation principles, through the laboratory, rather than through the text and recitation. All means are used to establish a clear and definite working knowledge of fundamental theory, but the student is given first something to base her theory upon by carefully planned and directed experimentation. Applications of chemistry to the home and the community are kept constantly in mind. Laboratory fee: \$2.00 a term, for supplies used by the student. A contingent deposit of \$2.00, returnable at the end of the session, is required to insure against breakage.

110. GENERAL SCIENCE.—*Full summer quarter; 5 periods a week.*

The purpose of this course is to present a reasonable amount of subject matter upon which the training in thinking that is fundamental to the

special sciences may be based. Information will be presented from a scientific standpoint about the useful and interesting things that are all about us. The order and unity that exist in nature, and consequently the essential unity of the scientific method, will furnish the cue for the study of science, rather than the sciences. Details of suitable equipment for the "general science" courses will be carefully considered, as well as the content and method for a suitable treatment of the science of the elementary and junior high schools.

204-205. CHEMISTRY OF FOODS AND TEXTILES.—*First and second terms; 10 periods a week.*

This is a course intended to accompany the advanced study of foods. The analysis of plant-foods, water, milk, and foods of all types; the testing of food preservatives; the determination of food values; the detection of coal-tar dyes and identification of vegetable colors; and a study of adulterations—suggest the general character of the work of the course. The preparation of a large number of typical chemical compounds of value to the intelligent householder and the economic phase of a practical knowledge of the subject of chemistry in relation to the preparation of foods, are important points of emphasis. Laboratory fee: \$3.00 a term for supplies used by the student; contingent deposit, returnable at the end of the session, is required to insure against breakage.

X. SOCIAL SCIENCE

A. GEOGRAPHY.

108. PRIMARY GEOGRAPHY.—*Full summer quarter; 3 periods a week.*

This course is planned to prepare teachers for the primary grades. Treatment is centered in the problems of food, clothing, and shelter. The use of the local area is made to give the approach and point of view, preparing the student to locate and develop the possibilities of the immediate environment. Field trips, discussions, and reports will be used in making type studies and projects.

109. GEOGRAPHY FOR THE GRAMMAR GRADES.—*Full summer quarter; 4 periods a week.*

This course is preparatory to teaching in the grammar grades. It is largely subject-matter to form a background of information, but it organizes the subject-matter into types, outlines, papers, and projects.

114. METHODS IN GEOGRAPHY.—*Second term.*

Topics: Scope and aims of geography; correlation of geography with history, literature, civics, and industrial arts; home geography, its importance and method; preparation of lesson; project method in geography; conduct of recitation and supervised study, assignments, use of text, use of library, current literature, use of maps and charts; field and laboratory work; visual instruction; how to judge a text-book; how and where to obtain supplementary material.

Course Leading to First and Second Grade Certificates

A. GENERAL GEOGRAPHY.—(*First term; repeated in second term.*)

Text-book: Frye-Atwood's *New Geography* (Book I).

B. PHYSICAL GEOGRAPHY.—(*Repeated in second term.*)

Text-book: Tarr's *New Physical Geography*.

B. HISTORY

100. CITIZENSHIP AND GOVERNMENT.—*Full Summer quarter; 3 periods a week.*

The purpose of this course is to aid in the making of more intelligent and responsible citizens. Consequently it deals with the practical relationship existing between the individual and the government under which he lives. This relationship, as found in both school and local communities is considered from the viewpoint of the citizen rather than from the purely governmental point of view. Current conditions and problems will be used as a basis of class work.

104. RECENT AMERICAN HISTORY.—*Full summer quarter; 3 periods a week.*

This course includes a study of American history since 1870, and includes the following topics: the economic revolution, parties and party issues, Federal legislation, imperialism, the growth of capitalism, and American ideals. The relations of the United States to other nations and to the great world war receive considerable attention.

143. METHODS IN HISTORY AND CIVICS.—*Second term.*

Topics: The relation of history and civics; how to arouse civic consciousness; suggestive lessons in civics; how to select important topics in American history; correlation of history with geography, with literature; the visual appeal in history; dramatization as a method of teaching history; use of current history.

ADDITIONAL COURSES

If sufficient number apply, arrangements will be made to give one or more of the following courses, either as a term course or running through the whole quarter :

202. ECONOMICS.

203. RURAL SOCIOLOGY.

211. MODERN HISTORY.

Course Leading to First and Second Grade Certificates

A. CIVIL GOVERNMENT AND VIRGINIA HISTORY. (*Repeated in second term.*)

Text-books: McBain's *Government and Politics in Virginia* and Wayland's *History of Virginia*.

B. UNITED STATES HISTORY. (*Repeated in second term.*)

Text-book: Riley, Chandler, and Hamilton's *Our Republic*.

C. ENGLISH HISTORY. (*Repeated in second term.*)

Text-book: Cheyney's *Short History of England*.

XI. WRITING

100. WRITING.—*Both terms; 5 periods a week.*

Those completing the old elementary certificate are to be required to take writing unless they are able to present a certificate of proficiency in writing. Approximately three-fourths of the class periods are devoted to drill in the muscular movement and one-fourth to the methods of teaching writing.

Course Leading to First and Second Grade Certificates

A. WRITING. (*Repeated in second term.*)

The Locker system is used. (Two sections of this class will be formed).

DIRECTIONS TO STUDENTS

1. Please read carefully this catalog.
2. If you have not reserved a boarding place either in the dormitories or somewhere in town (unless you will live at home) do so *at once*.
3. All trains arriving on June 18th will be met at the depot by representatives of the school, and on other days by request.
4. Do not give your railroad baggage-check to any one on the train or at the depot, but bring it *to the school office as soon as you reach Harrisonburg. This is important, and will save you both money and trouble.*
5. Table napkins should be brought for use in the dining-room.
6. Fill out the Preliminary Application Blank, tear it out, and mail it to the Director of the Summer Session at once.
7. A special train will be operated over the B. & O. Railroad from Staunton to Harrisonburg on Monday, June 18th, connecting with the afternoon C. & O. trains, leaving Staunton about 7:30 p. m. You are not required to come earlier than this date. Use this train, buy your ticket through to Harrisonburg and also see that your baggage is checked through to Harrisonburg.
8. Be sure that your boarding place, if you are not in the dormitories, is approved by the school. Also be sure to get a copy of social regulations from the Social Director as soon as you arrive at the Normal School.

TRAINS TO HARRISONBURG

The schedule time of the trains arriving at Harrisonburg is given here. By referring to a time-table to be obtained from the railroad agent at your nearest railroad station, and finding on it one of the points mentioned below and the time as here given, you can easily determine which train to take in order to make the proper connections.

SOUTHERN RAILWAY

(Connecting at Alexandria with R. F. & P.; at Strasburg Junction with B. & O.)

Lv. Alexandria	Manassas	Strasburg Jct.	Ar. Harrisonb'g
9:22 a. m.	10:20 a. m.	1:20 p. m.	3:30 p. m.
4:12 p. m.	5:05 p. m.	8:15 p. m.	10:20 p. m.
3:37 a. m.	4:35 a. m.	7:45 a. m.	9:45 a. m.

BALTIMORE & OHIO RAILWAY

(Connecting at Lexington and Staunton with C. & O.)

Lv. Lexington	Lv. Staunton	Ar. Harrisonb'g
8:00 a. m.	9:45 a. m.	10:41 a. m.
11:55 a. m.	1:47 p. m.	2:45 p. m.
Lv. Winchester		Ar. Harrisonb'g
12:22 p. m.		3:30 p. m.
6:02 p. m.		10:20 p. m.

AUTOMOBILE SERVICE

Automobile service for the transportation of passengers is also provided between Staunton and Harrisonburg, and between Elkton and Harrisonburg.

CHESAPEAKE WESTERN RAILWAY

(Connecting at Elkton with the N. & W.)

Lv. Elkton	Ar. Normal
7:00 a. m.	8:10 a. m.
12:05 p. m.	1:10 p. m.
5:05 p. m.	6:03 p. m.

Students are advised to consult their nearest railroad agent for verification of the time of trains.

SPECIAL TRAIN

A special train will be operated from Staunton to Harrisonburg on June 18th, leaving Staunton from the B. & O. station at 7:30 p. m., to accommodate Normal School Students.

PRELIMINARY APPLICATIONS

SUMMER, 192..

Date....., 192....

Name

Post-office

Course (or classes) you expect to take.....

Are you a High School Graduate?

Name of High School

Is it accredited?

In what year were you a graduate?

If not a graduate, how much high school work have you completed?.....

What certificate do you hold?

How many years have you taught?

Where do you wish to room?

Room with whom (if any preference as to room-mates) ?

First, or Second, or Both Terms?

NOTE: A deposit fee of three dollars (\$3.00) is required for each room reservation, whether in the dormitory or in a private home. This fee is credited to the student's account, and is returnable if student decides later not to enter the summer session and gives the required notice of same.



MAP OF VIRGINIA

Showing Railroad Connections to Harrisonburg
 —Southern, B. & O. and C.-W. Railroads direct.
 N. & W. via Elkton, and C. & O. via Staunton or
 Lexington.

(Circles are fifty miles apart, showing distance
 of any part of the State from Harrisonburg.)

